CHILD STUDY

A JOURNAL OF PARENT EDUCATION

MAY, 1937

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FIFTEEN CENTS A COPY VOL. XIV, NO. 8 ONE DOLLAR THE YEAR

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CHILD STUDY entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879. Copyright 1937 by Child Study Association of America, Inc. Published by Select Printing Company, Inc., 80 Lafayette Street, New York, N. Y. Eight months, October through May. Fifteen cents per copy, one dollar a year. Add twenty-five cents for all foreign subscriptions.

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HEADLINES

The needs of parents change as their children grow from infancy through the school years, through adolescence into adulthood. Thus the cycle of childhood becomes also a cycle of parenthood, each stage bringing a new challenge.

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The problems of adjustment which each of these phases brings, from the first impact of parenthood that comes with the baby's arrival, to the latest in relation to adult children, are here considered. The first three contributions are by staff members of the Child Study Association: Sidonie M. Gruenberg, who is the Director; Anna W. M. Wolf of the Consultation Service, and Pauline Rush Fadiman of the Publications Department. The later phases are discussed by Clara Savage Littledale, Editor of *Parents' Magazine;* Dr. Fritz Redl of the Psychological Advisory Clinics in Vienna, who is at present a Fellow in Research at the Progressive Education Association; and Helen G. Sternau, an Editorial Associate of CHILD STUDY. In our "Science Contributes" department, Dr. William Healy gives some of his findings on behavior problems.

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What would you like to find in CHILD STUDY next year? During the summer interlude we would welcome your comments, your criticism, and your suggestions. And in the fall, when you come back from your summer vacation facing new situations in old settings, we hope to greet you with our October issue, whose subject will be "Home Again."

J. F.

ENJOYING OUR CHILDREN

IN THE cycle of parenthood there is nothing which can take the place of the parents' capacity to enjoy their children. The best parents always have been and always will be those who bring to their task a zest, a warmth of interest, and a sense of fulfillment which outweigh whatever problems and heartaches are scattered along the way. It is best when this feeling of satisfaction begins with pregnancy and continues through each new phase of the relationship, so that whatever the inevitable stresses for the parents and frustrations for the child, there is never a doubt as to the basic affectionate quality of the feelings.

SUCH simple enjoyment is not as easy as may appear. To begin with, our children have a disconcerting way of turning out to be other than we had expected; rarely do they remain for long the children of our dreams. Parents therefore are called upon to relinquish their dream child and learn instead to know and to accept their actual child. They must find their satisfaction in helping him to some realization of the best that is in him, rather than in prodding him toward impossible goals. Such acceptance often entails a thoroughgoing revolution within the parent's personality, for it must be an acceptance with the heart as well as with the head.

A SECOND difficulty lies in our increased knowledge of the many different ways, both physical and emotional, in which children's normal development may be threatened. The modern parent's heightened sense of responsibility toward his two or three children, instead of the nine or ten of his grandparents, leads to the belief that we must all be perfect parents of perfect children. This drive for perfection serves only to quicken anxiety and to make for tensions which are the enemy of true enjoyment. Yet we would not if we could go back to the days when children grew (or failed to grow) like Topsy. We must continue to concern ourselves not only with scientific feeding, with serums and antitoxins, with posture and vision and dental care, but also with the study of all that goes into the building of sound character and personality. We must use this knowledge, but we must learn to temper it with a sense of values which will prevent reasonable concern for our children from deteriorating into anxiety.

TODAY we are every one of us living in a world troubled by the deepest social and spiritual unrest, and are heirs to both the inner and the outer insecurities which this implies. Troubled ourselves, we too often fail to shake off the complex problems which beset us as adults and to preserve in our relation to our children the simple instinctive feelings upon which they thrive.

YET the difficulties should not frighten us too much. Enjoyment is contagious and if, like all matters of feeling, it cannot be taught, it can, and by most parents is, caught. Whatever our disappointments, our excessive conscientiousness, or our self-absorption, most of us wake up one day to the realization that parenthood is not "just another profession," a job to be discharged efficiently, but is a relationship springing from instinctive needs and physical experiences as deep as life and that as such it brings unequalled satisfactions.

Anna W. M. Wolf

On Becoming Parents

By SIDONIE M. GRUENBERG

A MODERN young couple had been looking forward to having children—but not immediately. There were so many things they planned to do first. They wanted to enjoy one another, become acquainted with each other's friends, do certain work together in which both were interested, get the whole feel of married life before they embarked on further responsibility. Also, the husband was being sent abroad on business and they were looking forward with keen enjoyment to a six-months stay in Europe. They had been married a year and told themselves that second honeymoons were best. Then, much to their consternation, the wife discovered that she was going to have a baby.

Accustomed to planning, to modern scientific planning, these young people were unprepared to have any of their decisions blocked in so arbitrary a fashion. They had always assumed that with the help of science they could arrange their lives to suit their convenience as well as their tastes. But here was something on which they had not counted. The shock found them unprepared. In earlier times, such a couple (like many today) would have taken their disappointment as best they could, for there would have been nothing else to do. But having scientific knowledge, these young people were troubled by the fact that there still was a way out, if they chose to take it. For, as more and more people know, pregnancies can be interrupted. Many will be shocked that such a question should have been considered at all even though the plans were actually altered to meet the unexpected situation. But once we are offered choices we cannot help considering them.

In contrast to this couple I recall another that was equally well informed, equally aware of the possibilities open to them through medical science. This was a Jewish couple living in Berlin while race hatred and suppression were raging. They had two young children. They were preparing to leave the country when they learned that a third was on the way—also quite unexpectedly. Knowing their own hardships and the uncertainties of the future, and knowing also the technical possibilities, they nevertheless proceeded as if no other course were thinkable. It never occurred to them to ask what so many have thought, "Is it right to bring children into so cruel and harsh and threatening a world?"

Our interest for the moment is not what moral position we hold in matters of this kind. It is the recognition of the constant predicament into which modern science precipitates us today by offering us a multiplicity of choices. It is clear that we need no longer leave our destinies wholly to chance. But are we capable of making choices for ourselves which will in the long run be as satisfying as if we had no such power? Who can say whether the human race has yet demonstrated its capacity to make wise use of the new freedom which scientific discoveries have thrust upon it?

The possibility of interrupting a pregnancy once started is for most people no choice at all, except in extreme cases involving the health or life of the mother. On the other hand, the kind of birth control which means regulating the size of the family before conception is coming to be pretty generally accepted as a legitimate opportunity to exercise judgment, although there is much controversy as to what contraceptive measures are proper. But such a new power calls for new clarity. We must realize that for every choice we make there is something else we will have to forego. There is still no sure way to have our cake and eat it. And we must become vividly aware that the emotional consequences of our decisions need quite as much consideration as the practical ones. We must also learn to be wary of the countless "good reasons" which we may give ourselves for the size of our families. On the one hand, we say that not now but tomorrow is a good time to have a baby, or that the economic prospects are not favorable, or that the whole future looks too dark. We must realize that human beings will usually find a way to do what they really want to do.

WHATEVER reasons are given, and whatever decisions are made, it is probable that in most cases our choices are determined by forces deeper than even we

ourselves suspect. For most women the need for children is as imperative as the need for a mate. Women will have children even under circumstances that would seem to the purely rational observer altogether foolhardy. Those in whom the desire is weak or who do not recognize their own needs before it is too late will always be ready with a variety of plausible reasons for not having children. But the real reason, their fundamental fear of life itself and of their own sexual role, is obscured.

There is no better reason for having children than merely wanting them; and it would be calamitous indeed if knowledge of contraception should make it too easy for us to be blind to our own deeper needs. Fortunately, the birth control movement is coming to mean more than mere knowledge of how to prevent conception. More and more it implies guidance and counsel about the ways and means and time for having the children we really wish.

THE smaller family of today intensifies the sense of parental responsibility. This attitude inspires conscientious men and women with a desire to know quite clearly what their obligations are. We have all learned something of the value of continuous medical supervision during pregnancy. There is also a pervading tradition concerning the need for as much inner peace as possible for the expectant mother and special consideration for her other personal needs. Beyond these vague things young people today usually do not know what to expect of themselves or of one another during this period. Often, neither can anticipate just how deep the experience is for the mother, emotionally and organically, nor how all-absorbing she will find it. It is moreover a unique experience and no fixed rules are applicable to all cases.

The chemical changes in the body fluids and the altered behavior of the special glands bring about changes in mood and interest, in tempo, and in sentiments. These alterations are peculiar to the individual and to her own personal history. While the physical manifestations call for medical attention, the most important phase of the experience is nevertheless emotional or subjective—a compound of wishes and hopes and apprehensions. It is a period of dreaming dreams and making resolutions. It is often an overwhelming wonder at the marvel and mystery of creation and generation.

The alterations of mood and sentiment often disconcert both husband and wife. Unexpected answers, difficulties in meeting the established routines, seemingly unwarranted bursts of feeling raise new problems in living together. Husbands are also variously affected by the pregnancy. It should be recognized that a man, too, facing parenthood for the first time, is experiencing doubts and fears. He has anxieties about his ability to provide for a family growing up in an unknown future.

The husband usually recognizes his obvious obligation to give special consideration to the pregnant wife. His own solicitude conspires with the interest of others to make the wife the center of attention. All this is quite normal. At the same time the continued demands upon the husband, the exactions, however gladly assumed, involve hardships for him, and it is well for the wife to be aware of these. When one of two beings living intimately together gets so disproportionate a share of attention she needs to appreciate the difficulties for the other. This is not merely a matter of grateful acknowledgment of favors or consideration; the awareness of the demands that pregnancy makes upon the partner is an important factor in future relations. This awareness is taken for granted so far as the husband is concerned, but it is something that the wife should understand as well.

Yet despite the difficulties, husband and wife have time for constructive reflection and for efforts toward a mutual understanding of what each believes to be fundamental. This is especially needed where the two come from different backgrounds. So many of our preconceptions regarding the world, regarding life values, regarding the significance of ceremonies and symbols, are taken for granted and never reconsidered until challenged by those for whom we have deep regard or affection. Both partners bring to their marriage a multitude of such preconceptions which, far from being essential to the well-being of the family, may even obstruct growth toward mutual understanding and unity of purpose.

THERE is also need for deeper understanding of our expectations about the coming child. The father and mother almost of necessity build in their dreams an image of the child they want—and the two images are not identical. It is, of course, foolish to argue as to what kind of child had better be desired; but it is important to be prepared for a child that is in most ways unlike either image.

The approach to mutual understanding may well include consideration of the hundred trifles that commonly interfere with domestic harmony. There are questions of child care and management, eventually of discipline and education. These frequently make

trouble precisely because most of us assume that we will know what to do when the time comes. In most cases there are perhaps only two sets of guiding principles. We either follow in the footsteps of our parents (or one of them) and are satisfied to repeat the old methods—if those methods have been effective. Or else we resolve at some stage in the course of our own growing up to do things in just the opposite way, since our childhood was not happy and the fault, as we see it, was in the methods our parents followed.

At such a time, considerable autobiography may be in order—a consideration by husband and wife of "how they got that way." What elements in their separate personalities are the outcome of their experiences and upbringing? How far can their parents be held responsible, how far they themselves? What seem to be some of the eternal stresses between parents and children? How far and in what specific ways can they expect to improve on what their parents did for them? How *is* character formed? How do children grow from dependence to responsibility? Obviously the young mother and the father will have to come to some unity on major principles if they are not going to overwhelm the child with the burden of all the mistakes they have experienced and all the friction of their disagreements.

It may also be of value to make a systematic study of the wider knowledge of those whose business it has been to find out whatever is known about children, their care, and training. Such study may help toward an objective formulation of sound principles in family living as well as toward much concrete information. Rearing children, however, is as much a matter of the heart as of the head, and scientific care is never a substitute for simple parental affection and the capacity to enjoy one's children. How to insure this free flow of feeling is very hard to say. Perhaps the parents' enjoyment of one another is the best preparation for their later enjoyment of their children.

IN becoming parents it is of special importance for both partners to recognize the need for becoming more than ever mature human beings, man and woman. It is in the anticipation of parenthood, and during the early stages of adjustment to the child, that attitudes may develop which are decisive for the relationships of a lifetime. The woman who is grimly determined to be a good mother, sensing perhaps the need to overcome her resistance to some of the less agreeable tasks, occasionally overplays the role and becomes so much less a wife. The father, similarly, may overburden his conscience with the duty to be a good provider, to the neglect of his relationship to his wife. Of course it is important to set up standard routines for the baby; but the husband is still entitled to comfort and companionship. On the other hand, both father and mother have to recognize that the child will make more demands upon their time and attention than they had ever imagined, that he will insist upon personal services and will tolerate no substitutes. The father or mother who resents these demands is likely to make the other parent as well as the baby pay for the annoyances.

The obligations of parenthood are not necessarily proportionate to the number of children. But a second child does bring new problems, and each succeeding child likewise. With the first child there is a triangle in which the pulls upon the affections are not always well balanced; and either parent may become jealous of the interloper. A second child complicates life for the first one as well as for the parents. There are no rules for the correct management of the problems that arise, since the forces involved are the human affections which do not let themselves be regimented. But it is well to know that in a family the whole is always something different from the sum of its parts. Each new member brings about significant changes in the personalities of the others so that there is constant need for revision of all that was formerly thought or done.

HAVING decided to have children and to establish a family, both wife and husband have the responsibility of taking as long a view as possible of the road ahead of them. Many young men and women today, especially those who have higher intellectual and social standards, are worried about how much having children may interfere with their personal ambitions. How much time will they leave for the cultivation of other interests, for the pursuit of some hobby, recreational activities, and broad social intercourse? It is not unlikely that in the family of the future both mother and father will need to work for pay. How does the prospective work program fit into the need for looking after the children and into the demands which children are bound to make? In due course children will start going to school, and eventually the youngest child is already done with school. Will the changing pattern of duties and leisure find us prepared both for new attitudes and for new tasks? Above all, they must find us not needing the children as an excuse for our existence, nor too empty either to enjoy our children or to be enjoyed by them.

The Toddler Trains His Parents

By PAULINE RUSH FADIMAN

THE first baby comes in the door, and a flock of old habits fly out the window. For some parents the coming of a child entails the most profound readjustments, sacrifices, and personal revolution. A lighter view is expressed by a young father who defined the raising of his small son as mainly a house problem in acoustical engineering: to be able effectively to isolate himself once in a while from the cacophony of a two-year-old. Whatever the problems which having children raises, I suspect that the ones which agitate parents most poignantly are those which call for readjustment in their own personalities.

What do parents of babies and very young children actually worry about? From the maternal conversation heard in the park over the baby carriages, it would seem to be largely a matter of colds, clothing, and hours of sleep; of milk formulas, food aversions, and, above all, the difficulty of getting string beans through a sieve. It is right, of course, that we give careful thought to eating, sleeping, and the minutiæ of health care which are so important for the young child. What does seem a pity, though, is that slavish attendance to these details sometimes obscures the fact that emotional foundations also are being laid in this early period, are being established, whether we are aware of it or not, through these very physical routines. And that, important as it is to establish good habits, it is even more important to watch *how* the child is learning them. It would seem to be an old cliché: "Not what you do but how you do it," yet it is surprising how often parents get fooled into bad training in the name of "good" habits.

Take the case of John B. Watson and bowel-and-bladder training. When Watson announced that human babies could be conditioned at least as easily as the higher apes, there was an immediate race of nurses and mothers to see who could get the child on the training pot at the earliest age. Six months, four months, two months, one month—the wobbling infant was triumphantly supported thereon at the age of three weeks! Of course nobody thought of speculating as to how the *baby* liked the idea of having his natural functions disciplined at this age. When the matter was later evaluated, not in terms of adult convenience but from the psychiatric angle of what was wholesome for the child, it became apparent that the sooner the better was not sound advice in this case. The nervous system of the young infant was probably not ready for such drastic interference with his pleasure-necessity functions, and very early training (before about six months) is not recommended now. Clinical experience now tends to the view that children who have not been subjected to early bowel training at too early an age seem to acquire better nervous stability than the early-trained; so the babies have won this sit-down strike.

In the matter of thumb-sucking, too, we are becoming more wary about forcibly trying to impose our "good habits" on wisely resistant babies. Many of the bugaboos about the evils of thumb-sucking have been exploded. We can now view it in most cases as a legitimate consolation, to be left pretty much alone and investigated for causes only when it persists well past the infantile stage.

In other routines also, such as eating, we are beginning to think that perhaps it would be wiser first to take into consideration the small child's point of view. Dr. Davis's experiment in Chicago with newly weaned infants of seven months who were allowed to choose for themselves exactly what they wanted to eat and how much (from a tray of numerous but simple and unmixed foods) yielded some unexpected results. Not only did the babies succeed in selecting extraordinarily well-balanced diets—not daily but over a long time period—but even more significant was the fact that all the children had excellent appetites, and none ever suffered any digestive disturbances, not even the young fellow who used to go on an egg jag, and once ate as many as nine hard-boiled eggs at one sitting. The nurses who helped the babies at these feedings never forbade or urged any food on them. The gastro-intestinal tract being so easily affected by emotion, we can surmise that much of children's food resistance and lack of appetite may be due to parents' constant interference with their eating. I am thinking now not merely of the attitude of emotional strain and fuss and overanxiety which many mothers cannot conceal, but also of our blind assumption that children must eat only definite things in definite amounts in a definite manner, instead of being allowed some leeway in selection according to their own appetites.

Starting with the baby's first routines and disciplines, we can go so much farther toward integrating them into a process by which he learns control of himself with ease and satisfaction if we stop every once in a while to place ourselves in imagination in the young child's shoes and consider how *he* likes what is being done to him. Dr. Gesell's researches on the norms of children's development show us that the child develops so rapidly that habits fixed at two months may be outgrown by three months; and not always in the direction that we, as adults, consider an improvement. I know a little boy (my own, alas) who was a wonderful self-dresser at three, and an exasperating dawdler at the same routine at four. We must understand that the child is acting this way not because he is disobedient but because, from his point of view, the spirited impetus of mastering a new technique has gone out of the dressing routine, and what was fun before is now only a bore. This is the time when we should deliberately relax the standard of independence and give a little help. Such a flexible control is, of course, more difficult to manage than a routine of rigid rules, but it is the only way of achieving balance without strain on the child.

MUCH—too much—has been said about children's character depending entirely on early habit formation. Watson maintained that the emotional pattern of adult life is well set by two years; the Jesuits were willing to attempt to mold the child up to the age of seven. The ridiculous length to which half-baked assimilation of such concepts can go is illustrated by a woman I know who had difficulty getting her twenty-month-old daughter to eat. It was discovered that the child had abnormally overgrown tonsils, so large as to interfere with easy swallowing of her food. The physician advised having the tonsils out as soon as the weather was warmer, and it was agreed that no new routines in feeding should be introduced until after the tonsillectomy. But one day the mother telephoned me in agitation: Lucy would be two years old in a few weeks, and she had heard that it was no use to attempt a new régime after the age of two. She was reassured that there was no magic dividing line at that age, that there was still hope for her young daughter. Freud, to be sure, also stresses the importance of the early years, but he has nothing so simple in mind as habit training.

We do know, however, that a child's emotional and social life begins as soon as he is born. If we aim for the kind of training which involves understanding behavior in terms of its basic causes, we cannot begin too soon. The early years are so important just because they are early; they have no previous impressions to compete with. First impressions are stronger than any other, of course, and it is difficult to remake early attitudes. A fortunate phase of looking for conduct motives at this period is that if we are willing to examine at all, we are forced to deal with basic causes because the child, through his very lack of speech, cannot yet rationalize his difficulties. We are also helped by the fact that, as parents, we are ready to admit errors at this early period, and search for difficulties in our own attitudes, in a way we are never willing to do later when we have the child's friends, his school, his neighborhood, and a wealth of other outside influences on which to blame behavior difficulties. It did not need a scientific investigation into the effect of institutional care on babies (who somehow didn't seem to thrive as well as other babies did in poor homes with much less hygienic surroundings and inferior food), an inquiry which finally prescribed "one hour of loving per day for each child," to convince us that children need to feel loved as much as they need physical care. Yet for every parent who worries about the physical details of his child's development, I wonder how many actually ever ask themselves the simple question, "Is my child happy?"

IF it were possible for young children to give their parents training in the kind of child care they would like (and what a neat experiment, calling for much ingenuity, that would make: the baby indicating by his attitude of approval or disapproval just how well the parents were doing!) what would be the cardinal virtues demanded of the well-trained parent? The child would ask for the obvious ones, of course—affection and understanding, consistency of treatment, harmony between his mother and father. Especially would he want to be confident of their basic approval of him. The simple acceptance of a child as he is seems to be one of the most difficult things in the world. To be able, from the beginning, to accept the child as he is in reality and not to wish for our fantasy image of him—this calls for real maturity. Having made the initial acceptance, we should be ready to see and enjoy each new level of the child's development not only as a step in his growth but as something valuable in itself. Frances Wickes states it beautifully when she says: "We live from the beginning: infancy is real life, not preparation for it." I remember watching my eight-months-old son one day as he looked after a horse passing down the street. I was

leaning over to say something to him when his nursemaid stopped me: "Sh-h . . . don't disturb him, he's thinking about that horse." This to me showed a delicate respect for the development of the infant's mind which is all too seldom met with even among the most highly educated.

Among the lesser virtues that a small child would probably like to instil into his parents are tact and plain politeness, amiability, and playfulness. He would prefer a mother and father who act as if they were enjoying the hours they spend with him. Above all, he will ask for patience. Sometimes I think that half the tensions and strains that accompany the small child's daily routines would evaporate if the grown-ups could only forget their sense of the time in which things should be done, and recapture that feeling of being a small body with small fingers doing unhackneyed things, things which require unhurried exploration and side trips and delightful dawdling.

GOING back to the more orthodox question, we may ask, not how our young children would like us to be but what sort of virtues we would like them to grow up with. The old-fashioned ones, of course—courage, industry, tolerance, and all the others; but in these unpredictable and rapidly changing times I think we should ask his fairy godmother for one special gift: adaptability. Even the tiniest baby can be influenced toward flexible attitudes by the manner in which his routines are managed. Flexibility in routines naturally requires more intelligence and a subtler kind of organizing, but I think it is worth every effort, particularly on the part of parents of city children in more privileged homes, who are forced by circumstances to be overprotective. It is not surprising to learn that, all other things being equal, babies from comfortable homes are backward in motor development as compared with babies from poorer homes, because of the lack of incentive. If every time a six-months-old drops his toy out of reach there is someone around to pick it up for him, he is obviously not going to learn to crawl as early as the youngster who has to go get it or not have it at all. I heard about a little boy of three—one of a New York family of six children—who every evening was given a dime, with which he would walk down the four flights of his tenement house, go to the end of the block to the grocer's where he would buy a loaf of bread, and return triumphantly with it up the four flights. This was his contribution to the family supper. Most of the three-year-olds I know would be panic-stricken to find themselves alone on a New York City street. And meanwhile the less privileged child, whose harassed mother's circumstances force her to take so great a chance on sending him on such errands, is learning invaluable lessons in self-reliance, ingenuity, and achievement at a very early age. The point is that overprotective homes which lack such opportunities naturally, must create them artificially. Later on this can perhaps be accomplished through the kind of education which exercises children's ingenuity as much as possible; in the early years through the kind of training which allows a child to accept changes and deviations without upsetting his fundamental security.

THE wealth of material that modern knowledge has added to what we feel we should know about health procedures and all the ramifications of child psychology, tends to complicate the parental rôle. When on top of this, mothers are told that they should look to the nursery school teachers, not only for helpful routine techniques but also to ape their studied, objective manner with children, it seems time to call a halt. A guilty sense of having failed is surely as bad for the mother as for the child. We are advised in an otherwise very sound book by Grace Langdon that the ideal mother should have "an air of matter-of-fact serenity—no surprise at whatever may happen—no anxiety when this or that unwished for thing does happen—calm expectancy that thus and so will be done—and in all probability it will." This picture seems absurd to me. A certain amount of tension and emotionality must inevitably—it would be unhealthy if it didn't—exist between mother and child. Besides, no child would want this wooden-Indian mother, even if she were humanly possible.

One of the most difficult and one of the most valuable things that having a child forces us to do is to take critical stock of ourselves. Young children are so good at "muscle reading," at catching the subtle discrepancies between what we are saying and what we are feeling, that they force us in self-defense to do some character reading of ourselves. No honest parent can feel ready to mold another personality before he has examined his own. And in doing so we take one of the first steps toward maturity. The U. S. S. R. has found it good propaganda to use *Komsomol* school children to educate their old régime parents against wife beating and drunkenness. Studied seriously, any vigorous American toddler can in himself constitute a liberal private course in adult education—and the diploma is not without honors.

The In-Between Years

By CLARA SAVAGE LITTLEDALE

IT SEEMS to me, as I observe parents, myself included, that our performances are far from uniform. Some of us are at our best with babies. I recall a neighbor who would descend upon my first-born, pluck her from her carriage, rearrange the pillows, smooth down the infant's clothes, and pop her back, a much more comfortable baby than when I had conscientiously but awkwardly deposited her in the perambulator. She had a deft, sure way with babies which they appreciated. Yet when that same neighbor's young son grew out of babyhood his mother was anything but skillful in guiding his preschool development. Other parents are at their happiest when their children are going through the years before five. They love to see the youngster's rapid development—his noise, his seemingly ceaseless activity, endless explorations, do not tire or overtax these parents. They enjoy every moment of the preschool years. And so it is with the different phases of child development. Some parents are at their best in one stage, some parents at another. Few of us are equally good all along the way, and it is really too much to expect that we should be. There is comfort in facing and accepting this fact.

After the preschool years are over some of us meet the greatest challenge to our parenthood. For the very young child the home is his whole world. But as he grows older outside influences creep in, challenging him and challenging his parents, who must help to interpret them for him. The child turns the knob of the radio and out of the ether may blare a breathtaking tale of strange adventure, or perhaps he is admonished to eat a certain food in order to grow big and strong. The movies attract him and he, in common with the other children of the neighborhood, spends long hours at the pictures. I do not mean to represent either radio or movies as an undesirable influence in the life of the child. Any thoughtful parent realizes how immeasurably both radio and movies can enlarge the child's horizon, how successfully they can acquaint him with other times, other peoples, can show him life itself, quickening his perceptions, arousing his interest and sympathy.

But despite all that movies and radio bring to us, many parents have become aware that it is possible to get quick thrills so easily that children no longer are challenged to exert their own efforts and ingenuity to enlarge their experience. As we watch them merely turning a knob to have G-men transport them into the world of adventure, we may well recall our own childhoods when playing Indians meant home-made head-dresses and war paint, tomahawks and tepees. Can this new kind of passive entertainment ever be as satisfying as the plays and the charades, the music and the adventures which we made for ourselves? At least I believe we must arrange it so that these "handed out" entertainments do not wholly supplant those which children make for themselves. How can parents and teachers help children to find in movies and radio a stimulus to ideas and action rather than only a substitute for them?

Together with much that is good, the radio and the movies also bring into the child's world a great deal that is unchildlike, overstimulating, perplexing. More difficult than working out an orderly routine of eating, sleeping, and toileting for the preschool years is the task which now faces parents. How can they prepare the child so that whatever comes from the outside, he is able to meet it without resulting shock or harm, to draw the best from it? Surely they will not try to limit the boundaries of the child's world or think that it is possible to deny entrance to these modern influences. Yet one occasionally meets a parent who is struggling to do just this—the kind of parent who is determined to refuse his children a glimpse of the comics, who severely censors all radio programs, who forbids certain books and urges others, who is an ultra-conservative guardian of his child's movie experience. Between such overzealous guardianship and the thoughtful guidance of the parent who is willing to face modern influences realistically, there is a world of difference.

THE difficulty is that in those years while our children were tiny we were having the rare and delightful experience of being supreme in their world. They looked to us for everything. We were the arbiters of their fate as well as the ones who provided for their physical needs. Conscious of our own importance, we worked out schedules and routines by which to guide and control them in ways we thought desirable. And it all worked very well while the young-

sters were small. Then the small child emerged from the confines of the home, called to the children next door, became a social being, and pretty soon he went to school. His utter dependence on his parents became a thing of the past—rightly so—but with his emergence came new problems of social adjustment, social interpretation. What is more, the simple routines which served so well to control and guide the very young child no longer provided a sufficient basis for control. At this point many of us flounder. How can we bear to relinquish our supremacy? What is going to take the place of the old controls?

The parent who meets this time of change successfully is the one who has foreseen it from the beginning, and who refuses to be frightened. He is willing to face the fact that the child must now begin to decide things for himself, to rely less on the parents' say-so, to be free to experiment.

Explicitly this means that the wise parent will not jump in to settle children's quarrels, but will do a little watchful waiting and be delighted to see the children themselves work through their difficulties. It means that the mother will not decide arbitrarily that little girls should play with little girls—not little boys—and that that common Jones child shall be denied the backyard. But believing in the power of environment, in the family's standard of values and conduct, this mother will realize that, in the long run, these things are bound to influence the child who, in the meantime, must do some experimenting. At this stage she cannot pass on to him her standards and expect him to be ready to accept them. He will react on a childish level, not on an adult one. The most she can do for him is to be an understanding, patient, and interested parent through these early years of his growing up.

It is the wise parent who does not attempt to hand-pick his children's friends, and who recognizes that the free exercise of choice in this important matter is one of the ways in which children learn and grow. This browsing about among different kinds of people from different homes with varying standards and different manners is as necessary for the children's larger education as is the browsing about among the many books good and bad which come their way. In both cases the parent plays the wiser part by acting as friendly critic and interpreter, rather than as censor. True, there may be times when we may wish to discourage an association, such as a friendship which is based on the complete domination of one child over another. Even such judicious guidance requires not only tact and sympathy but also much self-searching lest we act snobbishly or selfishly rather than intelligently and in the child's behalf. Incidentally, the kind of friends which our children choose is likely to be revealing of their deeper personal needs and weaknesses, and can teach us much about them. Rarely can such weaknesses be dealt with effectively by forbidding an association. If the weakness is there it must be understood fully and its causes, within the child himself, met in the wisest way.

SOME mothers will find that they can function best as individuals and parents, at this time, if they do not over-concentrate on their homes and families. With the children in school the greater part of the day, the mother who has a particular gift or interest may be able to organize the work of the house in such a way that she will have enough consecutive time to devote to the particular line of work which appeals to her. There is something alive about a home where mother, father, and children are busy at the things which interest them most. It is not always necessary that the mother of the family should sacrifice her abilities and gifts in order to make the wheels of family living turn smoothly. It is even conceivable that there are others who can keep house and attend to domestic routine quite as well, perhaps better, than she. These are the years, while her children are still of school age, when the mother is young enough to succeed in the business or professional world, or to follow her particular artistic gift with the hope of real achievement. If she waits till the children are grown, it may be too late. And make no mistake about it, the woman who while immensely interested in her children and her home feels that this need not interfere with her pursuing other interests, will never feel lost and betrayed, lonely and empty-handed when her children leave home.

The old cozy idea of the home where mother was a person in a gingham apron endlessly baking pies may be attractive in song and story. But it was hard on mother and sometimes hard on the children whose business it was to grow up and break away. I am not urging business careers for all mothers, but I am saying that women must realize today that the old forms of security are gone, that entire dependence of one human being on another—wife on husband or children on mother—is not a safe basis for living. That financially, socially, every human being should be able to work out a certain independence. And curiously enough, such independence, such interests

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Adolescence and the Parent

By FRITZ REDL

IF YOU wish to understand a play properly, you read all the parts of all the characters. It would hardly do to read only the hero's part. What a false impression, for instance, would you get if the hero suddenly drew his sword with no preliminary explanation of why he was doing so. Would you not be tempted to call him an irritable, hysterical fool? He would, however, impress you very differently if you had first seen the contemptuous, provoking glance of his opponent or heard his insulting words.

All this must sound very obvious as far as plays go. But let us consider it in connection with the problems of adolescence. There are many which we attribute to the "psychology of the adolescent" because we read his part alone. When we look at the whole set-up the impression soon changes. Difficulties which we thought were due to character changes of the adolescent prove to be merely his reactions to the other people involved in the play.

Child psychology is not all you need to know in order to understand children. I should like to hear more about the psychology of the grown-up. From among the problems of the yet unwritten "Psychology of the Parent" I have chosen a few which seem especially relevant to an understanding of adolescence, three examples of typical parental behavior toward adolescent children.

Many difficulties of the adolescent are created by an abrupt change of attitude on the part of his parents. In the course of my teaching experience I had had the privilege of following and guiding one class for eight years, during the whole of their secondary school career. I knew them first as ten-year-olds. For various reasons I tried to establish an especially close contact with the parents of these children. That period of eight years brought marked changes in the educational attitudes of some of the parents.

When the children were young these parents seemed to feel that they needed constant protection. The whole world was considered as hostile, including the teachers and the school. They were looked upon as potential enemies of the child. The school was suspect for refusing to believe that when Jackie arrived on this otherwise imperfect planet, it became the main destiny of everybody else to make way for him. It was only the short-sightedness of teachers which made them blind to the outstanding genius of Jackie. Even the psychologist was expected to see that what might be lack of intelligence or character deficiency in others, was nothing but a slight "adjustment difficulty" for Jackie. The curriculum, the cruel outside world, the school system, were at fault. Jackie had to be defended. As a result, in those cases in which I happened to find that Jackie really did need some protection, I was the absolute hero of the parents—provided he did not need protection against any of their own measures, of course. I had to fight *with* them, *for* their child, *against* the rest of the world.

BUT when the child is fourteen years old what is the attitude of the parent? Terrific changes have come about in Jackie. Appalling things are preparing themselves in him, nice and innocent though he may seem. In any trouble he may now have with the outside world, they are sure that he is wrong. His slight adjustment difficulties are interpreted as deep decay of character. Jackie's inner self is apparently the bad fiend against whom he needs protection. Any grown-up may take it upon himself to do some of this fighting against Jackie's evil interior. It is the strict teacher who is right in everything now: it is bad Jackie who refuses to adjust to the harshness of life. Life and severe reality will show Jackie what adjustment really means. The early picture is reversed. At this stage whenever I happened to find some real fault with Jackie, suggesting that the outside world needed some protection against his fits of recklessness, I was the absolute hero of the parents (provided parental pride was not hurt directly through the situation). I had to fight *with* the parents, *for* "cruel but just reality," *against* the child.

I had plenty of opportunity to watch this peculiar change from extreme protection of the child to extreme aggression against him as an adolescent. It happened only too frequently. Of course this change in parental attitudes had its effect on the child. In addition to all the difficult things which were happening to Jackie anyhow, to all these queer changes within him, he was confronted with a changing outside world. And not the least of these changes were his parents themselves. For some parents at this pe-

riod suddenly change more than the most adolescent of adolescents. Many of the so-called character changes of adolescents are then really only reactions to the changes in those close to them.

AN additional source of trouble is the possessive instinct in parents. I don't quite see why this instinct should be so neglected by psychologists. I know, of course, that what I call the "possessive instinct" is not a basic instinct but a compound probably reducible to many different roots. I don't, however, intend to analyze the possessive instinct here. What I wish to show is what harm it can do.

Possessive instinct is all right where you need it, to accomplish many of the important tasks in life. But how does it affect children? To a mother the new baby, besides everything else it may mean to her, is also something of a "possession" in the strictest meaning of the word. Somehow, this is not only natural but necessary. How could parents otherwise make all the sacrifices which are required of them? But children grow, and the situation changes. A child should not remain just the possession of his parents. Children are tasks, home exercises which destiny gives to us, rather than owned objects. And it is the age of adolescence which brings that fact to the surface, painfully for many parents.

This is not due to a change in the child, nor always even to a change in the parent. It is a necessary change in the nature of parent-child relationships at different ages. And it is at this point that so many good parents fail to adjust to the changing task of education. While the best parental methods allow or even require the display of some possessive instinct toward the young child, such attitudes are dangerous during adolescence. The adolescent child needs love as much as any other child. But it should be a different kind of love, free from many of its possessive ingredients. This is the place where many parents make the stepping stones their stumbling blocks.

Love, free from possessiveness, may be difficult for any human being to achieve, especially in a world of such possessive structure as ours. But those parents will be most likely to "lose" their children who cannot give up possessing them during adolescence. At this time children are very sensitive to any element of possessiveness in their parents' attitude toward them. They will spot it immediately, unconscious though the possessiveness may be. Many parents complain of the ingratitude of their adolescent children. Adolescents seem to have a special gift for being rude, but often this apparent ingratitude is only a healthy reaction to too much possessiveness. They can't bear it. Here again we are forced to recognize that some of the "problems" of the adolescent are caused by his parents. A less possessive parent might be spared a very disagreeable chapter in adolescent psychology.

A THIRD type of parent creates difficulties by trying to force his aims upon the child. While over-possessiveness is mainly a fault of mothers, this other mistake is more characteristic of fathers. Imagine an impatient gardener who started pulling at a plant in order to make it grow more quickly. Of course he would destroy it. It is only in education that people behave so stupidly. Nobody would do such things in his garden. Yet we try to employ such methods with children. It is true that we must help the child grow up, but some people are too impatient at the slow process of growing and all its difficulties. They want the result without the process. This is understandable, but fatal.

The child who is slow but thorough in his process of growing up may be crushed through the foolish impatience of his parents. And there are other children who are being damaged as seriously, those who are themselves impatient about being grown up, who want to be adults too soon. In both cases the parents may be successful in attaining what they want for the time being. Soon, however, the unavoidable after-effects become apparent. The "grown-upness" of those children does not last. They relapse into childishness at an age when they can no longer afford to be childish. These children can be compared to people who have bought expensive things which they could not really afford. Such extravagances may have been fun for a while, but sooner or later they had to be given up and the foolish purchasers found themselves deeper in debt and further from their desires than ever. In education as in business, the ultimate bankruptcy of such procedure is unavoidable.

If you want your children to outgrow adolescence, you must first give them the chance of being adolescents, in the worst meaning of the word as well as in its best. Don't force your child to be grown up before his time. Wait until he is ready to grow up. The speed and the rhythm of development are very different for different children. Let me refer you to Goethe, who knew these things long before any psychologist started bothering about them. He warns us of the importance of allowing a thorough process of fermentation if we would expect good and well-cleared wine.

Only the Free Are Bound

By HELEN G. STERNAU

IS THE successful parent inevitably in the end a lonely one? Does the modern stress on setting our children free involve the severing of all bonds between the parent and his adult child? Emphatically, no! This final period, when the children are full grown, may be one of the most rewarding in the total cycle of parenthood—marked by truly satisfying and mature relationships. But curiously enough we keep our children only by letting them go, we lose them by clinging to them. For if this final relationship is to be valid, it must be a tie between free, independent persons who accept and respect each other as equals. Neither may assume the right to dictate nor to sit in judgment upon the other. As long as the child feels any threat of domination, he will withhold himself from true intimacy, hiding behind a polite but empty courtesy or flaunting his differences in continued adolescent revolt. After he has won his fight and established his freedom he may be able to return to the parent on a more mature basis—but the scars of the battle will remain in greater or lesser degree. No one frees himself completely from his parents. All emancipation is relative. But the measure of any adult's freedom is, in no small part, the quality of his final relationship to his parents.

Even where the grown child remains wholly acquiescent—making no effort to free himself from his emotional dependence—the relationship will, in the end, be disappointing. Pleased at first by his continued power to dominate or possess, the parent is doomed eventually to a growing sense of guilt and dismay as he is forced to recognize and share the child's inevitable failures in adjusting to the demands of adult life. Because of his close identification with his dependent child the parent will feel these failures and frustrations as his own and share the child's unhappiness.

Nowhere is all this more clearly illustrated than in the parents' relations with their married children and their children's families. It is hard to overestimate the joy they may find here, or the pain and suffering which they may face instead. Grandma and Grandpa may be loved and cherished guests in the new home, accepted as genuine counselors and friends by their children and grandchildren, or they may be feared and resisted as disrupting forces. But to no small degree they determine this pattern themselves by what they are and what they have been in relation to their children. If the children are forced to resist their domination, there can be at best superficial courtesy, or at worst open strife between them. Subtly or less subtly, the parents will be shut out from any rewarding intimacy. If their adult children are still emotionally dependent, jealousy, divided loyalties, and conflict are almost inevitable in the new home, with misery for all concerned.

All of us know the childish wife who runs home to mother, and the one who expects her husband to coddle her as her doting father did. All of us have met the childish husband whose mother is constantly held up as an exasperating example to his wife, or appealed to in every difference of opinion. Many of us have seen more exaggerated pictures: a marriage wrecked by the jealousy and interference of a possessive parent or the inability of a dependent child to assume adult responsibilities.

Unfortunately, there is factual basis enough for the bitter popular jokes about the mother-in-law. What untold trouble she can make by dictating to the new family through her dependent daughter or son or by fighting to retain possession of them, or, as sometimes happens, by annexing the new son-in-law or daughter-in-law as a rival to her own unloved child. It is true that fathers sometimes create similar complications in the lives of their married children, but popular tradition is probably correct in fearing them less. After all, most men, having other outlets and satisfactions, are less tempted to possess their children completely. Certainly, those parents—mothers as well as fathers—who have fully developed lives of their own seem best able to free their children and are consequently most genuinely bound to them.

PERHAPS less dramatically, but none the less certainly, we see the same forces at work in the relationships of parents and their unmarried children. All too often the unresolved emotional attachments have resulted in the child's failure to find a mate or his inability to face marriage. But even in the more normal cases of young adults who will eventually achieve a reasonably mature independence, the proc-

ess may be delayed or made immeasurably more difficult by parents who continue to cling, to dominate, or to overprotect. And the child, in order to work through his problems and achieve independence, may be forced into a ruthless battle with his parents which, for a time at least, is totally destructive of their mutual relationships. Even in the early years of his adulthood the child may find himself forced to leave the home in order to save his own integrity or, where economic pressure makes this impossible, to live in an unhappy state of open or suppressed hostility. Even where there is no overt effort to control him, the pressure of silent reproach and disapproval may make his task too difficult. Where, on the other hand, the parents are themselves sufficiently free to grant their grown children genuine independence, the continuance of intimate daily contact is not only tolerable but often very welcome.

Undoubtedly, the personality of the individual child will play a part. One person is sufficiently strong and well integrated to achieve maturity in a situation which would destroy another. In the face of parental domination, one may succumb, another may be driven forth forever, a third may find it possible to fight through to freedom and yet retain a quality of affection for his parents which transcends their limitations and his own. The parents' mistakes will be the child's handicaps. What he achieves in the face of these handicaps will depend on his own strength and insight. No child can escape a large measure of responsibility for his own maturing no matter how helpful or difficult his parents may have been. But the parents, too, must face their responsibility for freeing the child, and their reward will be commensurate with their courage.

There is then great variation in the degree of independence and maturity finally achieved by adults, and in the quality of the relationships of which they are capable. The practical problems involving such relationships can be solved in each case only after an honest evaluation of the individual situation and the particular human beings involved. One father may be able to contribute to the support of his adult son, leaving him entirely free of control. Another may make the situation intolerable by demands for conformity, direct or implied. The son in turn may or may not be able to accept the help without damage to his self-esteem, and this will depend not only on the father's point of view but on his own as well. Examples might be multiplied endlessly. Whether or not the unmarried child should continue to live with his parents, whether or not it is wise for parents to subsidize an early marriage for two young people, whether three generations can live under the same roof without destroying each other's lives, these and countless similar questions which arise between parents and adult children cannot be answered dogmatically nor by vague generalizations. For each family the answers will be special ones, qualified by the maturity of the persons involved, and by the character of their mutual relationships.

PERHAPS the most severe test for all concerned will come in the closing years of the parents' life, in the gradual reversal of the parent-child rôle as the parent finds himself dependent upon his child for guidance—in many cases for economic support as well. One wonders whether this situation can ever be easy to accept, even for the most mature personalities. It seems certain, however, that its acceptability will depend to some extent on the quality of the relationship which existed while the child was the dependent one. Some years ago the *New Yorker* published a cartoon picturing an old lady at dinner with her adult son. The son, surrounded with tempting dishes, was looking severely at his mother's single untouched plate. The caption read, "Eat your spinach, Mama!"

While it is not always expressed so directly, in one form or another there is apt to be a reflection of the early years, a paying off of old grudges and resentments on the one hand, or a true and happy cherishing on the other. And just as in the case of a parent's over-anxious care of his child, the most elaborate apparent concern for the old person's health and welfare may be far from what it appears on the surface. It may be a guilty protestation of a love which the child fails to feel, or perhaps a subtle punishment of the parent by an exaggerated insistence on his age and helplessness.

What the aging parent wants is presumably support when he actually needs it, independence in whatever degree he feels capable of exercising it, love and affection in which he can feel secure, but which do not smother him. And it is more than probable that the child's capacity to give this subtle and satisfying type of support will be largely determined by the degree in which he has experienced it himself. His childhood pattern will perhaps be most important here. Mercifully, it may be somewhat tempered by the insight and experience of later years—not least by his own experience as a parent. There, perhaps, he may have learned a genuine compassion, an understanding of human limitations and a capacity for love which transcends them.

Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

My baby is six months old. I can't afford a maid—or even occasional part-time help—so I am completely tied down day and night. We have no social life any more, for I can't leave the baby and I won't risk her health by taking her along. Much as we love the child, my husband and I are beginning to feel like prisoners, especially when we think of the years and years of this sort of life ahead of us. My husband thinks I take modern health notions too seriously and insists that thousands of children survive less scientific treatment. He says that we have some rights too. I don't know what to think.

Yours is indeed a real dilemma and one faced today by thousands of young people of good education and small means. But total self-sacrifice is no better solution than careless disregard of the child's health. You and your husband must consider your own needs, too, for your child's sake as well as for your own. Unhappy, restless people make poor parents, considerably more dangerous to a child's welfare than an occasional interruption in his routine.

Once you are convinced that both factors deserve equal consideration, it is surprising how far you can go in working out practical measures. Perhaps you could cooperate with a neighbor or friend who is similarly situated. Both babies could be put to bed in one house occasionally, freeing one mother for an evening's outing; and later, two toddlers may spend many happy afternoons in one yard, while their mothers take alternate days off. Or perhaps some friend who is not so tied down will relieve you occasionally in return for some service you can readily give—helping her with sewing, for example. And even taking the baby along may not prove impossible if it is not done too often. That will depend a little on the nature of the individual baby. Many infants can be bundled up warmly, carried along, and settled in a strange room with practically no loss of sleep. Others are more high-strung and show ill effects. But the experiment is worth trying. One bad night won't hurt any baby. And don't be afraid to fill your own home with friends in the evening. Almost any baby learns to sleep through considerable noise, and the friends who are less tied down will often be willing to center their good times in your house. It need not be expensive. Many groups of young people plan their parties on a "dutch treat" basis. You will doubtless think of other ways and means as time goes on. But don't be afraid of a little experimenting. There's enough at stake to make it worth while.

We live in a suburban town which has a great deal of through traffic. My nine-year-old boy begs to ride his bicycle to school, which necessitates his crossing a dangerous highway. I feel he is not yet old enough to do this.

The problem here is not primarily one of age, since children vary greatly in the ages at which they can be trusted with wider freedom. The first question to be considered is how well your son rides a bicycle. Most nine-year-olds ride with ease and skill. If he rides well, is your feeling that he cannot be trusted to go to school on his bicycle well founded? What do the other boys of his age do? Often mothers so greatly desire to protect their children from all harm that they refuse demands which are legitimate. As parents, we must face the fact that although there are dangers in the world, it is futile to attempt to shut children away from them. To do so only engenders in the child rebellion or deceit or real fear and timidity, all of which interfere with children's healthy progress toward adulthood. We can only judge wisely what children can do by observing day-by-day what they do. In this way, we learn to safeguard their weakness yet give them the chance to do all that they show themselves capable of doing.

If the main difficulty in granting your son's request is really that you are afraid of the highway, perhaps it might be agreed that he cross only where there is a traffic light, or else dismount from his bicycle and walk across the highway.

My daughter of twenty is interested in radical movements of various kinds, reads widely, and is the kind who tends to poke her nose around every corner for adventure. "Live dangerously" is, so she says, her motto. Some of her older

associates have, I know, entered into free love relationships and some have gotten into ugly scrapes. While wishing to leave my daughter free, I confess that I am terrified of anything of the sort for her. She makes it clear that she does not believe in the conventional view that sex relations should always wait for marriage. Perhaps I have left her too free all her life. At any rate, I wonder if I should take some drastic attitude now before she has perhaps ruined her life.

At twenty one always lives dangerously and there is no way of preventing it. Even the life of the old-fashioned girl, who stayed stuffily at home under close parental supervision had possibilities for unhappiness which we too quickly forget. Nobody can assure you that your daughter will not make a mistake, but a mistake, even a sexual one, can, under some circumstances, have value.

The only help I can give you is to remind you first that the standards and attitudes on which your daughter has been nourished all her life will have their effect upon her in their essence, even if she decides to make new applications. If, because of all that has gone before, she has developed as a serious, responsible, and loving human being, it is not likely that she will lack these things in her sexual behavior. Possessing them, I doubt that it would be as calamitous as you think if she entered into a sex relation before marriage. In all likelihood she will learn, if she has not already done so, that home, children, and shared experiences are the goals which she most deeply craves.

Meanwhile, talk over with her as fully as you can what you both feel about the relationships between men and women. Try not to get emotionally upset if her ideas sometimes seem to you immature and false, nor be deceived by an apparent bravado and flippancy. The chances are that beneath these things there is a deep yearning for love and for a life of genuine responsibility. If you can bring her voluntarily to acknowledge these as fundamental conditions for relations between the sexes, I would doubt that you need have any real fears for her future.

My son, a senior in law school, is engaged to a fine girl, but it is obvious that he will not be able to support a wife for some years to come. His fiancée expects to work and to contribute to the home. But neither of them is earning money yet and they are eager to marry immediately. They suggest that they could set up an independent home with the combined allowances they are now receiving from their parents. We are anxious to help them, but wonder whether, in the long run, such an arrangement might not create more difficulties than it solves. What do you think?

The answer to your question will, I believe, depend upon the maturity of all the individuals involved, your own as well as the young people's. First: will you and the girl's parents be able to give financial support freely, without resentment, and without any suggestion that its acceptance implies weakness on the part of your children? And will you be ready to give without strings—allowing your son and his wife complete independence in the planning and ordering of their lives? Will the girl be mature enough to face the situation without a deep-down feeling that your son is something less than a man, especially if she finds herself, as she well may, earning more than he does in the early years of their marriage? And is the boy sufficiently secure within himself to accept his position without feeling inferior and humiliated?

Of course, no one can give absolute answers to such questions. But after a frank facing of issues by all concerned you can perhaps estimate the chances of success. There are risks involved, without question, but the alternatives—long-delayed marriage or a premarital sex relationship—also involve dangers. Any solution will be a compromise. If you all recognize it as such and do not expect the impossible, the experiment should be worth trying.

I am troubled about a decision which I will have to make very shortly. I am sure that this situation has been discussed frequently, and I would like to have the benefit of other people's thinking and experience on it. My husband has until now been able to support his parents in their own home. This is no longer possible because of a large decrease in our income which calls for a change in our way of living. We have a large enough home to make my husband's parents comfortable in it. Two of our children are below ten, and two are at the coltish stage—all four healthy and active. Our relations and the children's relations with their grandparents have been very good indeed. I do know, however, that older people need quiet and children ought not to be hushed. This presents a problem. My husband often comes home tired out and edgy after a day's work. How will that affect them? I will have to be the mediator in all this; how will it affect me? We could give up our home for a smaller one, reduce our

expenses still more, and in this way manage to keep up two homes. It is difficult to make a decision.

A person who can be as objective as you are in viewing a situation will, it seems almost certain, do a good job, no matter which way the decision will be made. The way you state your problem gives one the impression that you are capable of making the more difficult, but possibly also the more enriching choice for all concerned—that is, to have the parents live with you. Adjustments will have to be made by grandparents, children, and parents; how to make them without jeopardizing important living qualities for all concerned will call on all your ingenuity and wisdom.

The essentials to insure success are: first, frank discussion of one another's needs, the minimum restrictions all around to be willingly accepted by all concerned. Second, the arrangement of the grandparents' living quarters so as to assure as much privacy as possible—if workable, to have separate living-room, bedroom, and bath. Family meals: the grandparents to have the privilege of eating in their own rooms whenever they wish to, and if they are wise they will wish to often. The children, one or two at a time, may wish occasionally to share that privilege. In a word, the living together should be made, physically speaking, as detached as possible, and humanly speaking, as inclusive as possible. The children will profit by such a demonstration in human relationships. They will learn that living together with others is not a one way street, as is so often the case between parents and children—parents giving all, doing all the adapting, with the children always at the receiving end.

In our present mode of life children do not have nearly enough contact with adults other than their own parents and teachers. They can enrich their experience by a closer view of the interaction of adults; learn, if the setting is favorable, how differences may be reconciled or at least given consideration. The earlier they can cultivate the art of living together, the more successful will they be in their contacts with the outside world. The children, observing the parents' consideration for their parents, will be likely to develop patterns of behavior which will in turn express themselves toward their own parents later on.

Some strain and friction is unavoidable. But it is possible, in spite of the difficulties, to provide a comfortable life for the old people, and genuinely to enrich the children's lives through close contact with their grandparents. If this can be achieved, your own satisfaction and pleasure are likely to make it possible for you to undertake this added responsibility.

Readers' Slants

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

FALL FAIR

By GRANT D. MORSE

HUNDREDS of thousands of boys and girls in the villages and cities of America are loafing their summers away. Armed with a recognition of this situation, we began a campaign two years ago to improve the summer life of our boys and girls in Saugerties, New York. We adopted as our slogan, "Worthwhile people do worthwhile things." Toward the end of the spring session, we projected a plan for a Fall Fair to be held the second Friday after the opening of school. In assembly periods the school presented speakers who outlined suggestions for interesting activities and projects in which the pupils might engage during the summer vacation.

The County Scout Executive described the plea-

sures and benefits of camping. The 4-H Club agent enumerated the many activities which 4-H Club boys and girls commonly engage in—such as gardening, poultry or livestock growing, bee-keeping, and the like. The Home Economics teacher vividly detailed the many projects which young people, particularly girls, might do during the summer. She included in her talk suggestions for budgets on the maintenance and operation of the family automobile, records of family living costs, menu planning, decorating the boy's or girl's own room at home, and countless other provocative ideas. The Elementary Supervisor described the splendid opportunity summer vacation offers for informative, educative, and pleasant reading. As a further incentive to extensive reading of good books, the school presented a plan for awarding attractive reading certificates to boys or girls who read six or more books from the recommended list. The school faculty promised the boys and girls that any activity of worthwhile nature would receive recognition if offered in the Fall Fair. If the activity were of such a nature as to make its entry in concrete form difficult, a written description would be acceptable.

Summer passed, school opened, the day of the Fall Fair arrived. The forenoon was largely spent in the excitement of setting up the tables and booths, and bringing in and recording of the entries. Committees of boys and girls took care of listing the entries, seeing that they were properly tagged and attractively arranged, and of policing the booths.

The entries testified to the multiplicity of activities the young people had engaged in. It would be almost impossible to list them all, but suffice it to say they included collections of many sorts: butterflies, fossils, and shells; cage after cage of poultry and livestock, including rabbits, guinea pigs, and pigeons; articles of sewing and cookery; specimens of cabinet making and woodworking; records of camping experiences; records of summer reading, and scores of other activity records.

The parents came and rejoiced with their boys and girls in the fruits of their summer efforts, and admired the exhibits of other boys and girls. They took note of the superior pieces of work by some particularly gifted individuals. Considerable uneasiness prevailed in a group of young boys because they felt that one exceptionally fine piece of carpentry work might be thought to be the handiwork of the youngster who was exhibiting it. They insisted that the piece be labeled as being the joint effort of the lad and his father (as indeed it was).

A committee of judges from out-of-town labored all afternoon over the awarding of the ribbons. Some people thought it a pity there had to be any judging or prize awarding at all; but in this case little harm was done, for each entry from any grade or year was considered to be in a class of its own; and the number of ribbons awarded was so great that committees had to be set to work hurriedly to buy and prepare a supply of additional ribbons.

The fair was not a hundred per cent success. Many children, especially those of high school age and from families of the lower intellectual levels, had scorned the idea of participating. Many of these, however, who had come to scoff or to belittle seemed impressed and members of the student committees in charge commonly expressed the belief that another year would show a larger percentage of participation. Last fall we held the second Fall Fair. Participation by the young people in the grades increased and there were more exhibits than at the first fair. The interest of the older high school pupil, on the other hand, was rather slight in most cases. Only the few who have hobbies of such a nature that their results might easily be exhibited showed much enthusiasm.

The plan has its difficulties, of course. Among other things it is hard, in such an enterprise, to give proper emphasis to summer activities of the more valuable sort. Chickens and guinea pigs can be exhibited in the flesh (and the flesh is impressive to the unlearned as well as to the learned eye), but cold records of living adventures and experiences in camp, or descriptions of stimulating biographies and novels are not too impressive to the uninitiated.

We believe, however, that the idea has taken firm root in our school. That worthwhile people do worthwhile things is not just a phrase; it is a compelling thought! This is all the more true in days when youth is not encouraged to think of work until near maturity. It is all the more true today when so many adults are idle, and there is so much more leisure time for most people than ever before. Down through the ages man has lived by the sweat of his brow. Children formerly had a real part in the making of the family living—and learned to do by doing. Now the nature of city and village life is such that it is extremely difficult, even for well-meaning parents, to find little tasks and jobs of a natural sort through which to help their boys and girls acquire serious attitudes toward work.

Perhaps the Fall Fair idea will grow in America. If it does, boys and girls may be led from loafing the summers away into doing worthwhile things; for worthwhile things are the fruits of worthwhile people.

Science Contributes

BEHAVIOR PROBLEMS

By DR. WILLIAM HEALY

This is an abstract of the article on "Behavior Problems," by Dr. Healy in the 1937 Social Work Year Book, copyright by the Russell Sage Foundation.

THERE is a fast rising tide of interest in all the problems of childhood and youth. In particular, the search for causes and solutions of behavior problems is manifested as never before. Whether this is due to greater general awareness of the difficulties that young people meet in the course of personality and character development, or whether youth of today is confronted with extraordinarily inimical stimuli and frustrations, is hard to determine. Not a few observers subscribe to the latter belief. All would agree that the child is not fairly to be considered as a functioning organism apart from the functioning social environment. One dynamic factor in the production of behavior problems must necessarily be the human environment because human behavior, in the sense in which we use the term, is, after all, a reactive response to the behavior of others. In reviewing its social determinants Sullenger contends that "delinquency is due almost invariably to some phase or phases of adult insufficiency, growing out of human relations in the primary groups and the larger realms of social control."

Hence, in summarizing the trend of present activities for dealing with behavior problems of young people we properly must take account of what efforts are being made to understand the child and to deal directly with him, and also what understandings are being gained of environmental situations and how these are being approached with a view to modifying conditions that are suspected or known to be creating behavior problems.

Childhood Behavior and the Later Career

The growing attention to behavior problems proceeds not so much from the fact that children are found difficult to manage in the home or school or are termed delinquent but rather because asocial behavior is frequently a forerunner of troubles to come—in personality adjustment, mental health, or criminal careers. But all along the line it is found that more accurate observations and definition are needed for drawing safe conclusions. Great variations are to be discovered in the terms applied to behavior manifestations, or in the reactions of a child to different persons. It has been shown, for example, that notorious cheaters under one teacher did no cheating in another schoolroom.

Our statistics about the development of careers are so weighted by knowledge of human material that has not turned out well, that we may be overlooking the many who could have been regarded as problem children and who nevertheless have not done badly as they grew older. The "common sense" standpoint of those who believe that many a problem child comes through all right may not be ill-founded in many cases. Robison throws out a challenge with regard to the importance of truancy. While she does not suggest that truancy should be glossed over, still from her statistical studies it appears on the whole not a crucial problem; evidently very many truants do not become social offenders in other ways. However, we are still left wondering whether from among the truants could not be detected for early treatment most of those who would become later serious offenders.

Child Guidance Clinics

The child guidance clinics of this country as they exist now in hundreds represent the most advanced front of attack upon behavior problems. These clinics have largely shifted their focus of attention from delinquency to behavior in school or the home which deviates significantly from reasonable social expectations, though not necessarily in the eyes of the law. Moreover, the clinics have broadened their

scope to include dealing with parents when their problems determine the difficulties of their children.

Emotional and Conditioning Factors

A wealth of short studies proves the importance of emotional factors in conditioning a child's behavior trends. The Yale research on delinquency conducted in three clinics by Healy and Bronner leads to new orientations concerning the significance of delinquency in general, the meaningfulness of delinquency for the individual, and new orientations for treatment. Thorough-going studies of family life and of delinquents paired with non-delinquents in the same family bring out most strongly the part that emotional attitudes play in the production of behavior disorders. The success of treatment is more strongly correlated with the possibility of modification of these factors than with anything else. In bad environmental situations the non-delinquency of siblings has to be accounted for; their escape from misconduct is due to their more favorable human relationships. A psychoanalytic study of older serious offenders by Alexander and Healy shows that reactive tendencies are very largely established by early emotional experiences and that in numerous instances the only hope for preventing a career of delinquency would have been through alteration of attitudes of the child and of his family, and resolving the conflicts that arose therefrom.

Psychophysical Factors

Valuable at the present time and still more hopeful for the future as new discoveries are made is the gradual rapprochement which is taking place between guidance specialists, pediatricians, and investigators of special physiological processes. For example, Houtchens finds that mental conflict to a very considerable extent is reflected in psychophysical responses. A medical study by Campbell of persistent enuresis, which is so frequently observed in children with behavior disorders, shows that in over 90 per cent of several hundred cases no physical causes are to be found—leaving the way open for the interpretation of the conscious and unconscious emotional causes of this annoying difficulty. Hyperactivity and overrestlessness which is such a strong concomitant of behavior disorders certainly has its physical aspects, as Childers points out. The much-talked-of relationship between endocrine conditions and behavior in children is still debatable. As with anomalies of growth, the relationship must largely be indirect, involving attitudes taken by the child toward himself which, in turn, are often the reflection of attitudes taken by others toward him. More direct may be such conditions as masked hypothyroidism, as Dorff points out, which may account for emotional and behavior manifestations. But Hoskins, who surveys the field so well, says of the "master-gland," the pituitary: "While the belief is growing that problem children can be shown in substantial numbers to be suffering from pituitary deficiency and there are claims that considerable change in the disposition of such children can be brought about by pituitary medication, the evidence for the latter is not compelling—so far the therapeutic studies have not been adequately controlled." Contradictory to a commonly held idea are the findings of the Harvard Growth Study of the relationships between school work and the prepubescent growth spurt, as reported by Hobson. Rapid growth at adolescence cannot be regarded as a legitimate excuse for poor school work—which is certainly one of the behavior problems of that period in life.

Specialized Organized Efforts

In Chicago C. R. Shaw heads a unique undertaking. Into three districts of heavy delinquency trained workers have been sent to live, play, loaf, and mix with the boys until they are accepted as belonging to the neighborhood. Then gradually suggestions are made of advantages to be gained through local improvements, but with no discussion of delinquency. Local leaders are inspired to suggest various forms of organization and assumption of responsibility for closer supervision of juvenile behavior. The logic behind this scheme for "reorienting local cultures" through the leadership of those who perhaps can most readily change the behavior patterns of their own group is plain. Some distinctly fine results are already to be witnessed, such as the utilization of churches and the making over of a huge warehouse for local recreational centers, but how far-reaching the experiment may prove to be, time only will tell.

The Chicago Probation Project, under the united auspices of the United States Children's Bureau and local professional groups covering a square mile near the stockyards, has involved case work with individuals and a rich program for extensively developing community resources. Waltz reports that among the 2,250 children enrolled in the activities only 97 had

police records in three years. But most of those in need of help were not reached: of 650 young people in the district not participating, 280 were arrested in the three years. However, probably a good deal of prevention was accomplished.

The summer camp as a behavior clinic to treat problem youngsters has been found very successful, according to Amsden and others. A Michigan camp has taken some hundreds of problem boys from the Detroit public schools, undertaking not only ordinary camp activities but also the rebuilding of attitudes and personality. The results may not always equal those of a recent year when 50 of the boys in camp who already had delinquency records were in no trouble during the following school year.

The institutional school at Mooseheart, Ill., has deep interest in behavior problems. Under skilled professional guidance it conducts academic training up to high school with scores of vocational courses intertwined. Every child is studied and personal adjustments of all kinds are undertaken. Emphasis is upon satisfactions to be gained through utilization of particular abilities and later home and school placement is made with special reference to these. The child is followed up very carefully. Reymert believes that the methods evolved account for the fact that as far as known no Mooseheart graduate has ever come in conflict with the law.

AMONG the public school projects especially is to be mentioned the Montefiore School in Chicago. It is unique in that it combines many of the features of a child guidance clinic with those of a special school which operates for twelve months of the year. Interests are evoked through a liberal curriculum and much remedial educational work is undertaken—diagnosis and treatment being carried out simultaneously. The enrollment of over 500 boys consists largely of those who would have been sent to the juvenile court if this school had not taken them, and Stullken states that only 18 per cent have had finally to be taken to the juvenile court.

A school system organized to handle and prevent behavior problems is that of Jersey City, under its Bureau of Special Service. No child is taken to a police station, court, or institution until he is definitely recognized as a chronic offender and menace. Apprehended offenders are escorted home and the case is taken up with the school authorities. If the offender has to be held he is sent to the medical center. Twenty-five attendance officers and the same number of so-called recreational directors have been detailed for the work which also involves the entire school personnel. The school buildings are open at night as part of the program. As Hopkins says, the school system has charged itself with organizing a comprehensive program for the early detection and treatment of behavior problems. The philosophy back of this program is that the school is the only agency which deals with all children and deals with them during the years when a preventive program is of most direct value. Only 10 per cent of the number of cases formerly coming before the juvenile court now appear there.

Many other organized efforts are worthy of attention, such as the work of the Juvenile Aid Bureau of the New York City Police Department, successor to the Crime Prevention Bureau. Selected and especially trained young police officers were tackling many undesirable situations and, without special case work technique, attempting to rescue children from these, break up delinquent crowds, and efface pernicious hangouts. The present plan is to enlist the cooperation of several thousand young men on the police "eligible list" in organizing boys into a junior police force which will come together every night for recreation. A clearing house for behavior problems brought to the attention of the police and other agencies has been established in New York under the leadership of the judges of the children's court. Instead of making every offender a court case, a sorting process goes on and the children are referred to the agency which seems most competent to deal with the case as a whole. In Philadelphia a large staff of selected men paid by federal appropriation take boys from the juvenile court and upon the basis of a certain amount of case work attempt to adjust each individual satisfactorily in his own environment, utilizing other agencies as much as possible. In Boston an entirely new scheme has been started by the judge of the juvenile court, a so-called "probation school." Probationers are obliged to attend a class or group five days a week for six weeks or more. They have supervised activities and physical exercise through which it is hoped they will get ideas of conformity and fair play. From this start it is hoped that the boys will register in clubs and settlements.

OBSERVATION of juvenile courts and their results during the past quarter of a century persuades Grace Abbott that for the treatment of delinquency a new and different form of community organization is needed. She points out the inherent difficulties with

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SHOP TALK

Some Summer Suggestions

FOR those who deal with young children one of the pleasantest things about the summer which is coming in is surely the freedom it brings from the annoyance of bundling and unbundling resistant little bodies into sweaters, and snow-suits, and mufflers, and overshoes four or five times a day. There are few things more tortuous than trying to slip on rubbers which are too tight for the shoes. Somehow the sizes of shoes and rubbers never seem to coincide, because the shoes wear out so much quicker than the rubbers which always are too big for the shoes they were first bought for, and too small for the next pair.

The summer idyll of having to put nothing but a scant sun-suit on young children is a pleasant prospect for many mothers, but boys do not fare as well in this picture as do girls. Girls, for example, can be appropriately dressed in sun-suits until they are quite large, but a small boy begins to look pretty foolish in a sun-suit before he is six years old, though they are made for him up to size six. Outside of this is the fact that, due to some mysterious calculation on the part of clothing manufacturers, all American children are "big for their age," so that it is useless to attempt what should be so simple a matter as buying a size six suit for a six-year-old. (The government is doing something about this now. The Bureau of Home Economics is cooperating with universities, school organizations, and manufacturers on a research project to determine the actual clothing dimensions needed by today's children.) What the mother of a boy over five can buy at present instead of sun-suits are the regular boys shorts, mainly in linen or gabardine. These are not very satisfactory for really hot weather, however, because they are quite heavy and bulky around the middle with linings and belts and buckles —not nearly as simple and cool as girls' sun-suits. One mother we know has ingeniously solved this problem by using the type of very abbreviated underwear shorts as a model on which to cut shorts of seersucker —one of the coolest materials which needs no ironing—with a comfortable band of lastex at the waistline.

Among the hot weather items now appearing in the New York department stores are summer pajamas for boys (and their fathers, too) made in very lightweight materials with short sleeves and short legs. Of course, when it gets so hot that one needs special pajamas, perhaps it would be better to wear none at all. But maybe that's too simple. Don't forget that the Woolworth stores carry very comfortable and absorbent cotton mesh sun-suits (sizes 2 to 6, 20 cents) which are hard to get elsewhere. And that in department stores many articles of sports clothing for older girls such as berets, shorts, and sweaters can be secured in a wider selection and cheaper in the boys' departments.

The manufacturers of beach toys are beginning to realize that articles made of tin rust quickly near water, and are putting out more wooden toys for seashore use. Macy's is one of the few department stores that has for some time been showing sturdy wooden pails, wooden molds, and sets of sand tools. The best collection of sand toys we have ever seen are at Educational Playthings, Inc., 20 East 69th Street, New York. Among the useful and unusual items there are:

Sand pails of imported fiber with very firmly fastened handles. These are seamless and durable, and will outlast wooden pails ($1.50).

Aluminum sand sieves. A small one ($0.20) and a large one with four molds, made of brightly painted aluminum. Will not rust ($1.50).

Sand trains of six interlocking cars, with no wheels ($2.00); and various flat-bottom boats in freight, passenger, fire, tug-and-barge, and paddle boat models ($0.50 to $1.75).

A sand village. Gaily painted house, garage, trees, and flowers, set on pegs which dig firmly into the sand ($1.75).

A set of sand tools. Four bright and sturdy wooden sand tools consisting of a shovel, rake, hollow pounder, and flat pounder ($1.00).

The problem of traveling with a baby grows simpler every day. What with vegetables in tins, and disposable diapers, and disposable bibs (did we hear a cynical murmur about disposable babies being the next step?), a new baby bottle warmer is now offered which will heat the bottle without the use of fire or electricity. It is done chemically by simply adding a few drops of water. The protective moire bag is rubber lined and felt insulated, making the bottle almost unbreakable. The only hitch to this new marvel is that it is called "Bye-Bye."

P. R. F.

Book Reviews

Childhood. The Beginning Years and Beyond. (Five Volumes.) Edited by the Association for Childhood Education. Houghton Mifflin. 1936 and 1937.

There is a real place for this five-book set planned by the Association for Childhood Education and edited by its Committee on Parent Education. Given adequate library facilities and a dependable source of educational guidance there may be more satisfaction in selecting one's books individually. But to thousands of more isolated young parents, the constant stream of books for and about children presents only a bewildering challenge. They have neither time nor facilities for evaluation and selection—and random choice yields poor results. A basic parent education library, prepared for them by a dependable educational institution, offers a welcome beginning.

This particular set has been unusually well planned to meet the needs of average young parents. The individual volumes are the work of authorities, yet the material is not technical. It has been carefully selected for practical home use and is presented in simple readable style. The format is unusually attractive; good print and paper, fine photographs, an artistic and pleasing whole, invite the reader.

There are five volumes in this unit library—*Health, Physical, Mental and Emotional,* by Dr. Richard M. Smith and Dr. Douglas A. Thom; *Play—The Child's Response to Life,* by Rose H. Alschuler and Christine Heinig; *Nature, the Child Goes Forth,* by Bertha Stevens; *Stories and Verse,* compiled by Mary Lincoln Morse in collaboration with Dorothy Baruch, Jean Betsner, Frances Kern, and Eloise Ramsey; and *Songs From Many Lands,* compiled by Thomas Whitney Surette. Several of these books are outstanding, as good simple material as is available anywhere.

In *Health, Physical, Mental and Emotional,* Dr. Smith, a well-known Boston pediatrician, and Dr. Thom, one of the country's leaders in child guidance, offer the young parent specific advice on the routine care of the infant and young child in the light of basic health needs. Food, sleep, nursery equipment, growth norms, bowel and bladder training, routine procedures in sickness and convalescence, sex instruction, and discipline are discussed, as well as some of the common difficulties in child adjustment—fear, jealousy, anger, untruthfulness, and nervous habits. As we should expect, the factual information is sound, but the underlying concept of child development and training which permeates the advice is disappointing. In view of Dr. Thom's excellent earlier contributions to the literature of parent education, one would have expected more emphasis on the fundamental relationship between parent and child, more consideration of the hidden springs of conduct. Here the emphasis is largely on "habit formation." Good habits are to be specifically trained, bad habits directly attacked. Personality and character are to be developed on the habit basis. The training advice does not give sufficient recognition to the emotional roots of conduct or to the laws of maturation and growth. For example, neither the discussion of bladder and bowel control nor that of thumb-sucking link these things to the instinct-life of infants, with the result that the advice given is questionable. Despite its limitations, however, this volume will undoubtedly be a step in advance for many whom it reaches; but as an introduction to parent education—the basic book of the set—it might well have been something more.

The second volume, *Play—the Child's Response to Life,* by Rose H. Alschuler and Christine Heinig, is unusually successful in adapting for home use much of the theory and philosophy which underly the program of the nursery school. The developmental function of various kinds of play is explained and a great deal of practical advice is included on the selection and construction of play equipment for indoors and out, the provision of comfortable and suitable play clothing, and the adaptation of an ordinary house to the self-help needs of the young child. There are excellent suggestions for cooperative planning in the provision of equipment and play space. Helpful chapters deal with family trips and excursions, children's parties, and amusements for the sick-a-bed child. Throughout there is a basic understanding of family needs and family situations.

In *Nature, the Child Goes Forth,* Bertha Stevens explores the world from the child's point of view, introducing parents to the kind of nature study which requires little specialized knowledge and training, but through which child and parent may enjoy many fruitful experiences together. Important concepts for

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Children's Books

A MISCELLANY OF NEW NATURE BOOKS

Hop, Skip and Fly. By Irmengarde Eberle. Holiday House. 1937. 71 pp. $2.00.

Here's a delightful book of little biographies in a volume to be treasured by the youngest readers. Frog, scorpion, bat, stickleback fish, dauber wasp, garter snake, ant, and lizard are each in turn presented in a brief story describing their life-cycle. Each little creature becomes a very real personage in this volume of much charm and simple information.

Beaver Pioneers. By Wendell and Lucie Chapman. Charles Scribner. 1937. 154 pp. $2.00.

The authors, experienced observers of animals in their native habitat, have given us another interesting book depicting the life story of a family of beavers. It has all the excitement of the beaver's danger-fraught lives and makes a fascinating story for the young reader of about twelve or over. This book brings to mind the recent "Sajo and the Beaver People"; each has a place in beaver lore, neither supplanting the other. Sajo has a personal quality and a charm that will always give it a unique place in the hearts of its readers.

The Insect Man. By Eleanor Doorly. D. Appleton-Century. 1937. 178 pp. $1.50.

An English book in which an older sister travels with a boy and girl to the home and scenes of Jean Henri Fabre's activities in Southern France. On this pilgrimage she quotes delightfully from the journals of the great naturalist and succeeds in giving much information in a pleasant rambling style. The book will appeal to those young people who have already felt the lure of nature lore.

The Busy Little Honeybee. By Josephine Morse True. Rand McNally & Company. 1936. 63 pp. $.10.

A small unpretentious volume which is truly a gold mine of clear, simply presented information on bees and bee-keeping. It is an invaluable handbook which will interest parents as well as children eight and over.

Insect People. By Eleanor King and Wellmer Pessels. Harper & Brothers. 1937. 63 pp. $1.25.

A little miscellany of insect life with fine photographic illustrations and information on about a dozen of the "little people." While limited in scope, the book will at least open a door to much joy and interest, as a prelude to real insect study for both parents and their inquiring children from eight to twelve.

Along Nature's Trails. By Lillian Cox Athey. American Book Company. 1936. 344 pp. $1.20.

A comprehensive yet concise little book which answers in the simplest way thousands of questions about animals, insects, birds, bugs, reptiles, and plants. The lively presentation and inviting arrangement of material make it most readable and entertaining, as well as a surprisingly usable book.

Hand Book for the Curious. By Paul Griswold Howes. G. P. Putnam's Sons. 1936. 364 pp. $3.75.

This book fully lives up to its enticing title. Here the parent (or the enquiring youngster about Junior High School age) can find answers to innumerable every-day "whys." Mr. Howes, the experienced Curator of the Museum at Greenwich, Connecticut, has focused on a selected field of information: a description of all those fascinating small creatures that creep, crawl, swim, and fly. These creatures have been arranged in the ascending order on their geneological tree. The information is not exhaustive and therefore not exhausting to the casual seeker. Nevertheless, we come away with a clear picture, set carefully in a field of related phenomena. The material is well organized and presented with a zest that leads on to further inquiry—in field and wood—or among the books in its excellent bibliography. It is effectively illustrated with some three hundred photographs and sketches.

MRS. HUGH GRANT STRAUS.

News and Notes

Play Schools Anniversary

This year marks the "coming of age" of the Summer Play Schools Committee of the Child Study Association, now entering on its twenty-first season. Two special aspects of the work this summer will include intensive training in teacher education and cooperation with New York University in conducting a demonstration school.

The teachers who will be working in Summer Play Schools will meet in small groups at headquarters, under special leadership, and through direct experiences and discussion opportunities will become oriented to the summer's work. Emphasis will be placed on meeting individual teacher needs.

These meetings will be one aspect of the teacher education program offered by the Committee. There will also be an observation school at the Manhattanville Play School, conducted at Public School 43, Manhattan, which will serve as a laboratory for developing play school methods and techniques, drawing upon the experiences of the progressive education and recreation movements. The school will be directed by Miss Mildred Mead of Teachers College, Temple University, and will serve 120 neighborhood children.

At New York University the Summer Play Schools Committee will cooperate on a demonstration school to be attended by 80 to 100 children of elementary school age. The school program, which will include lunch, rest, and parents' groups, will be observed by summer students in the University's Department of Elementary Education, and since many of these are teachers from all parts of the country, it is hoped that the Summer Play Schools idea will be carried far beyond New York City. Methods and techniques that have grown out of the many years of work with underprivileged parents in the field of parent education will be made available to Works Progress Administration personnel, community workers, and others concerned with similar problems.

Play Schools are conducted by community houses, public and private schools, housing projects. The Board of Education furnishes some teachers, and the Works Progress Administration additional personnel. Thus public and private resources are pooled so that city children who come from homes unable to provide for their long vacation can have a wholesome, purposeful summer. The Play School includes health examinations and remedial work and an all-day program of activities conducted out-of-doors when possible. Activities grow out of the child's environment and interests. The day includes lunch, rest, and showers. Parents' participation in the school leads to year-round contacts through study groups. The study group program for these parents of Play School children takes into account the special stresses and strains affecting their family relationships.

On the evening of October 27, the Committee is planning to have an anniversary dinner in celebration of the twenty-one years of its work. Further details will be given in later announcements.

N. E. A. Conference

The National Education Association will celebrate its seventy-fifth annual convention in Detroit, June 27 to July 1, nearly a week earlier than the summer meeting usually assembles. The advance in date will enable many delegates, who would not otherwise have an opportunity to do so, to attend summer sessions following the convention. Special courses for teachers will be available in the many educational institutions of Michigan and adjoining states. Social security, safety, conservation of natural and human resources are among vital social problems which will be emphasized on general session programs. Headline speakers on these topics include United States Senator Josh Lee of Oklahoma, Stuart Chase, Mrs. Mary R. Beard, and Charles A. Beard.

"Raising Your Parents"

A sustaining program of the National Broadcasting Company, "Raising Your Parents," is heard over WJZ and the blue network on Saturday mornings from 10:15 to 10:45. It is unique as a parent education program in that an attempt is made to discuss problems of parent-child relationships from the point of view of the child, as expressed in several thousand letters thus far received from all over the United States and also from parts of Canada. These letters are discussed by a group of radio children, ranging in age from 7 to 16 years. This group meets with Mrs. Jean Schick Grossman, of the staff of the Child Study Association, once

weekly at the National Broadcasting Company studios. The children's viewpoints, their reactions to the situations presented, and their suggestions based on their own experiences, thoughts, and understanding are recorded in stenographic notes. This guided discussion then forms the basis for the script of the actual weekly broadcast. The aim has been to make this program both entertaining and educational, and many hundreds of children are writing to say that they are being helped and also that they are enjoying not only the serious discussion but in addition the gay banter of the boys and girls who participate. The program has received commendation from many sources, as most revealing of children's interests, needs, and perplexities and, more than anything else, of their amazing eagerness for greater insight and their obvious desire to understand better their own and their parents' difficulties.

Safety in the Schools

The disastrous explosion in the New London, Texas, rural school so shocked people everywhere that it focused attention anew on children's safety. At the Office of Education in Washington a pamphlet, "Safety and Health of the School Child—a Self-Survey of School Conditions," can be obtained which lists more than 200 questions school officers and parents might ask themselves concerning safety and health conditions in their schools. Some of the questions are: Is your school building considered fire-resistive by your insurance company? Are oil, gasoline, cellulose films, or other such materials kept out of the building or in fireproof closets? Are the artificial lights so shaded that there is no glare? Are fire-escapes adequate to empty a floor in two minutes without crowding? Do you consider your school toilets a good object lesson in fixtures and care?

Suggestions for Study: A Cycle of Parenthood

TOPICAL OUTLINE

1. BEGINNINGS

The expectant parent—how will her own life problems affect her attitudes toward her children? Large families and small—what determines our choice?

The toddler—place of routines in the small child's day—how strict should we be? Enjoying our children—the young child's sense of how we feel about him; how can parents preserve their capacity for enjoyment of childhood? The problem of authority.

2. HEYDAY

The "weaning" process—for the school-age child, for the adolescent. Sources of parents' difficulties in freeing their children from dependence.

Effects of parental attitudes upon children's school problems, social relations, adjustments to sex and marriage.

3. RETREAT

Problem of the parents' dependence on their grown-up children—how can it best be met? Grandparents' contributions to the lives of small children; mutual adjustments of grown unmarried children and their parents.

Middle age and beyond. When the children are grown up—what? Possibilities for real interests and useful work.

QUESTIONS FOR DISCUSSION

1. A young woman of twenty-eight is at present the main support of herself and husband. The latter is bending every effort to establish himself in the medical profession and therefore they have felt that it was not yet the right time to have a baby. Are they right to wait another four or five years until the husband is earning enough? Should they go ahead anyway, even if the wife has to keep her job and do double duty? Should their parents make sacrifices to help financially?

2. A mother of a nine-year-old boy has suddenly realized that a large part of her relationship to him consists in telling him to hurry, urging him to do his homework, or seeing that he takes proper precautions to safeguard his health. She realizes that these things make for irritability and tension between them and wonders how this can be avoided without neglecting the necessities of the daily routine. What suggestions can you offer?

3. A girl of twenty-two wishes her parents to give her an allowance to have her own apartment despite the fact that there is ample space for her under the family roof. Giving such an allowance would be possible, but would entail definite sacrifice on the parents' part. Do you feel that this is a legitimate request of the daughter's? Under all circumstances? Under what circumstances? Is it a natural wish on the daughter's part or does it indicate that something has gone awry with her relationship to her parents?

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Education as Growth: Some Confusions. By Boyd H. Bode. Progressive Education, March, 1937.

Education as inner growth rather than as the acquisition of knowledge has become a familiar idea. But growth toward what? And how is growth to be guided? Dr. Bode believes that progressive education has not faced the relationship between growth and guidance squarely, and that the result of this has been either that progressive teachers have felt they must do nothing to guide their pupils' ideas or that they have struggled to impose their views upon the pupils without getting caught, even by themselves, in the act.

The real function of education is to provide guidance for the reconstruction of experience. Unguided, there is no certainty that the individual can make use of new experience in a way that insures growth, or that growth will proceed so that the pupil will recognize democracy as a way of life.

Making the Most of Maternity. By Ruth Brickner, M.D. Parents' Magazine, May, 1937.

"Pregnancy brings opportunities for enriched emotional experience and growth." This is Dr. Brickner's conclusive and convincing theme. She clearly interprets the still lingering pregnancy superstitions and then proceeds to point out the physiological factors involved which may cause discomfort during this period but which may be moderated by means of prescribed food and rest routine. Then follows an analysis of the emotional attitudes of women toward pregnancy. The whole paper leaves the reader with the satisfactory feeling of having been given both practical and spiritual help.

Let Me Be How I Grow. By Jean Schick Grossman. National Parent-Teacher, May, 1937.

In this excellent article the author shows that children need a chance to fulfill their own possibilities and not their parents' hopes and expectations about them. Parents need to take an objective view of children's every-day behavior, and thus develop a sense of perspective on the sort of child they have and how important—or unimportant—the behavior is for that child. The real test of parenthood is to provide an environment in which the knowledge and experience of the past can truly help the child to meet life today in the ways most fruitful for the growth of his individual powers.

Birth Control and Marital Adjustment. By Mary Shattuck Fisher. Birth Control Review, April, 1937.

The effect of birth control on marital adjustment is one of the most important but least understood aspects of this whole vital problem. Birth control as a part of our culture is inextricably woven into the very fabric of our society. In itself neither good nor evil, it is the uses to which it is put, the fundamental human needs it serves or denies that are constructive or destructive.

The Mental Hygienist Looks at Character Education. By Harvey W. Zorbaugh. The Journal of Educational Sociology, March, 1937.

Character is a relative thing—a reflection, in the attitudes and behavior of the individual, of the values and mores of the culture in which he lives. This article traces the development of the individual in his adjustment to the community standards, treating the school as only one of the influences which contribute toward character education.

How Schools Build Character. By F. C. Borgeson. The Journal of Educational Sociology, March, 1937.

A plea for an attitude of respect for child life on the part of parents and teachers to replace our conscious or unconscious attempts to make the lives of our children but lengthened shadows of our own. Practical suggestions for home and school procedures in an adequate program of character building.

Sex and the Literature Class. By Charles Swain Thomas. Harvard Educational Review, March, 1937.

The question of greater freedom in the selection of reading material for secondary schools is discussed pro and con. The author maintains the right of young people to acquaint themselves with normal sex problems through their reading in contemporary literature. Nevertheless, he believes that the English teacher, "self-conscious under the restraint which social custom has enjoined, feels a definite obligation to preserve the traditions, only venturing on occasion to deal with the theme more frankly than the teachers of a previous generation have done."

Celebration for Dr. Adolf Meyer

Dr. Adolf Meyer, Psychiatrist-in-Chief of the Johns Hopkins Hospital, was honored this April on the twofold occasion of his seventieth birthday and the twenty-fifth anniversary of the Henry Phipps Psychiatric Clinic. The Child Study Association wishes at this time to express its indebtedness to Dr. Meyer for his invaluable contributions to the field of psychiatry. Parent education is particularly indebted to Dr. Meyer for his therapeutic application of a philosophy which includes faith in man's ability to improve himself and society, and in which human purpose and responsibility play a vital part.

THE IN-BETWEEN YEARS

(*Continued from page 234*)

and responsibilities on the part of the individual frequently result in happier, more successful family relationships than did the old pattern based on dependence.

Living with our children is an ever-changing process, in which at times we find ourselves more successful than at others. It should be not a living *for* but a living *with*—a situation in which parents as well as children are living fully and with that sense of enrichment and happiness which only comes when the individual, whether child or adult, is free to work, to play, to achieve up to the limit of his capacity.

BOOK REVIEWS

(*Continued from page 247*)

the appreciation of natural wonders are stressed—beauty and order and form in nature, structure and modification for use, protective coloring and instinctive behavior, life cycles of various kinds, earth-sun-star relationships, the size of the universe, the miracles of growth. The most common gleanings from field and wood, brook and roadside, seashore and barnyard are used to illustrate. These are materials which almost every child encounters, which almost any parent can help him use as a key to the scientific world. No stress is laid on names and classifications. The natural wonder and curiosity of a little child are the basis of this early scientific approach. They are well worth preserving and developing.

The two remaining books concern the child's early literary and musical experience. *Stories and Verse,* compiled by Mary Lincoln Morse and her collaborators is a well-selected anthology for reading aloud to the preschool child. In addition to a considerable collection of simple "here and now" stories about everyday things, it contains many of the old favorites: Peter Rabbit and Little Black Sambo, the Shoemaker and the Elves, the Gingerbread Boy, and other simple folk and fairy tales. A number of fine modern stories, originally published as separate books, are also included and a pleasing sampling of verse both old and new. Excellent brief articles are appended as an afterword, suggesting to parents techniques for the most effective use of literary material with young children.

Songs from Many Lands, compiled by Thomas Whitney Surette, completes the set. It presents a fine collection of songs suitable for young singers, including nursery favorites and folk music from many countries. The piano accompaniments are simple. An excellent introduction on Music for Children is addressed to parents outlining the many possibilities for musical education in the home and something of its methods.

Considered as a whole this five-book set has much of value to offer young parents and should make a real educational contribution in many homes.

HELEN G. STERNAU
For the Bibliography Committee of the Child Study Association.

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SCIENCE CONTRIBUTES

Behavior Problems

(*Continued from page 245*)

juvenile courts and advocates in particular the establishment of neighborhood centers with professional people in service to whom parents could turn for help in child management. She even doubts whether, if the school is made the community agency for this work, new difficulties will not arise.

The most important development that this country has ever seen for eliciting community interest in the behavior problems of youth is that which exists under the general name of "The Coordinating Council Plan." Though the plan is afoot in various scattered communities its spread is greatest in California where there are over 80 communities with coordinating councils and in Michigan where a state-wide movement is in operation. The basis of the plan as stated by Professor Carr is (a) development of awareness of the problem, (b) realization of the communities' shortcomings, (c) organization of individuals and social agencies to focus on children in risk situations, on active problem cases, and on probationers or parolees, and (d) the convincing of all sorts of people with influence and authority that the prevention of delinquency is a very important matter.

In two years a dozen or more communities in Michigan have established new agencies for attacking the problem. Under the leadership of Professor Olson the school people have been enlisted in a drive to locate or designate problem children even before they are recorded as delinquents. This represents again a movement to shift responsibility to the school as a main aid in dealing with behavior problems. Through the publication of a monthly periodical a state-wide consciousness concerning delinquency has been aroused. The results in California have been marked reductions in juvenile court cases; although some critics wonder just what this means. However, as Young says, there are concrete accomplishments, such as when cooperation of police, merchants, and parents was secured with regard to the raiding of the wholesale marketplace by boys, or where communities have developed recreation programs which have greatly reduced gang activities or even resulted in entire cessation of delinquency.

From all this the multiple causation of behavior problems becomes perfectly clear and the futility of mere legislative and legal attacks once more is apparent. There is much room for science to take a hand particularly in conjunction with socially reconstructive measures and much alteration of social attitudes. With all the difficulties that exist in the American scene, many of the causes of behavior problems surely can be uprooted.

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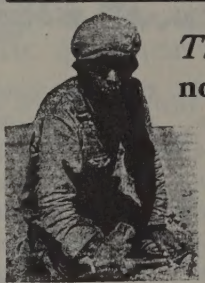

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